Maine Schools for EXCELLENCE

Enhancing Educator Effectiveness and Student Learning

Gifted and Talented Reading and Math APPROVED

Date: _____ 10/22/13 _____

Teacher Name: _____ Rachel Research _____   Position: _ Elem. Gifted and Talented Spec. _

Subject/Grade/Course
Number: ___ Gifted and Talented Reading and Math ___   Interval of Instruction: _ 11/13/13–4/14/14 _

(36 instructional days)

Needs Assessment and Student Population

What do you know from the data about your students' needs and strengths? How does this SLO address a need for included students?

I provide instruction to 24 fourth- and fifth-grade students in a pullout program. I provide instruction one day per week. In order to be placed in my class, students had to perform at or above the 95th percentile on an aptitude test and be referred by two teachers. Referring teachers had to provide a body of student work as evidence. Of these students, three are twice exceptional, meaning that they have been diagnosed with giftedness and a disability (two students have ADHD; one student has a reading disability).

One of the students' final projects is a research project graded with a rubric. I know from prior years that students generally struggle with organizing and synthesizing research. Whereas class averages of other project scores tend to range between 13 and 16 out of 20, the average score of research projects from the past three years is around 10.

Because I instructed the fourth- and fifth-grade students last year, I have the results of their research projects from the prior year, which I will use as preassessment data. Preassessment scores ranged from 5 to 13 (out of 20), with the mean and median baseline scores being 10. Students received the most points for grammar, but the fewest points for analysis and coherence. The distribution of rubric scores by criterion is listed below.

	Grammar	Presentation	Quality of Sources	Coherence	Analysis
Results of Student Research Projects, Spring 2013					
0	0	0	0	0	0
1	0	8	8	12	10
2	7	8	10	6	10
3	8	8	4	4	8
4	9	0	2	2	0

Content Standards

What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national and/or state standards? How do these standards capture both process and content standards?

This SLO aligns to the College and Career Readiness Anchor Standards for Writing:

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

These standards require students to apply their knowledge of reading and writing processes and use their research skills to conduct research and then present their findings in writing.

Summative Assessment

What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with IEPs, 504 plans, or ELL status?

I will use a team-developed, four-level rubric to assess the quality of students' final research project. The rubric has five criteria (grammar, presentation, quality of sources, coherence, and analysis) and four levels of expectations, for a total of 20 points. This rubric has been vetted by the district curriculum director as well as the special education coordinator and has been mapped to show alignment to the Common Core. The rubric is structured so that all students will be able to demonstrate growth on the final assessment.

I will provide my two students with ADHD extended time to complete the assignment per their 504 plans. I will work with the special educator to provide appropriate accommodations and modifications to the student with the learning disability per the student's IEP.

Growth Targets

What growth do you expect your students to demonstrate by the end of the interval of instruction?

The team structured the rubric used to assess research projects with the expectation that each student should be able to move up one level (one point) in each criterion each year. Since there are five criteria, I expect all my students to demonstrate five points of growth between their preassessment scores (the work sample from last year) and their grades on the end-of-year research project. This expectation is aligned with what I know about the assessment while giving students some wiggle room. In other words, students who do not grow in one area of the rubric can still reach their targets if they grow two points or levels in another part of the rubric.

Instructional Strategies

Which instructional strategies will you use to help students reach their growth targets?

Students will develop and refine skills over the course of the year. I will provide multiple opportunities for students to practice their research skills through small tasks and provide specific examples for students to model Anecdotal evidence suggests that students found the research project daunting in the past, so by chunking the process into smaller parts I hope to make the process more manageable for students. As needed, I will provide scaffolds for conducting research tasks early in the year so that students are comfortable with conducting research by the time of the final project. In this process, I will provide opportunities for group work so students have the opportunity to articulate their own learning, check their understanding, and provide feedback to their classmates on their growing content knowledge. This group work is an essential aspect of learning content that will be necessary for demonstrating their knowledge through a research project.

Progress Monitoring Plan

How will you monitor progress throughout the year?

I will monitor student progress by assessing mini-research projects and tasks throughout the year using the rubric. I will use data from these projects and tasks to assess whether I need to provide additional instruction on specific parts of the research and writing processes.

Is this SLO approved?   ☑ Yes   ☐ No

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____